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ABSTRACT

The Schools Reaching Out program attempts to help urban public schools change their relations with low-income parents and their communities and to move closer to academic and social success for all children. The program, initiated in 1988, has grown into the 89-member League of Schools Reaching Out. The New York Cluster of Schools Reaching Out was formed in 1990-91 when four schools joined another elementary school that had begun research efforts. Each of the schools in the cluster had a collaborating outside partner organization or agency. Each school defined a project that focused on some aspect of student learning. Two schools identified students' social skills; one chose curriculum reform, one selected assessment, and the last chose to participate in New York City's Accelerated Schools Program. This report begins with a description of the projects through 1992-93 and the subsequent steps they are planning. The second section of the report is comprised of reflections on the cluster experience in the larger context of research and on efforts to build family-school-community partnerships. The final section proposes a framework for building partnerships through shared decision making and activities. Appendixes list the cluster schools and partners and the minigrants received by one school. (Contains 38 references.) (SLD)

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THE LEAGUE OF SCHOOLS REACHING OUT:

NEW YORK CITY CLUSTER

BUILDING FAMILY-SCHOOL-COMMUNITY

PARTNERSHIP

REPORT 1990-93

by

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PREFACE

This report on the three-year project of the League of Schools Reaching Out - New York City Cluster has been written by Barbara L. Jackson, the coordinator of the New York City Cluster; Jean Krasnow, who interviewed the major participants in four of the five schools, analyzed their answers, and reported her interpretations of what was accomplished from an outsider's point of view; and David Seeley, who served as senior consultant to the NYC Cluster during these three years as well as during the two preceding years of the original project.

We are grateful to the many participants in the project during the past three years and extend our thanks and appreciation to all of them - without them there would have been no story to tell. They are responsible for the progress made in building school-family-community partnership. We want to thank those who reviewed the report for us. We take special notice of the work of the principals and the representatives of the partner organizations in these schools, who were supportive of these change efforts.

Finally, our appreciation to the two foundations - the Aaron Diamond Foundation and the Leon Lowenstein Foundation - for their financial support and encouragement, which made the New York project possible.

INTRODUCTION

Schools Reaching Out (SRO) is a program that attempts to help urban public schools change their relationships with low-income parents and their communities and, in doing so, move closer to the goal of academic and social success for all children. The program, initiated in 1988, is sponsored by the Institute for Responsive Education, and since that time has grown to a 89-member national League of Schools Reaching Out. The original and continuing project is designed to interweave research, practice, and reflection. Initially, while teachers and parents in the two pilot schools (one in Boston and one in New York) worked to implement new strategies to build family-community-school partnership, researchers and practitioners looked carefully at what worked and why. As the League has grown, schools have continued to introduce innovative practices to build positive family-school partnership. And from each of these efforts, we have come to know more about what works and why.

At the conclusion of the original two-year project (1988-90), those who had been involved in the New York phase of the project, where one of the pilot schools (P.S. 111 [Manhattan]) was located, were anxious that the program continue and expand in New York City. As a result, Barbara Jackson and David Seeley, in cooperation with Don Davies, president of the Institute for Responsive Education (IRE), prepared a proposal for additional funding. The proposed three-year project was funded by the Diamond Foundation for the full three years (1990-93) and by the Lowenstein Foundation for one year (1990-91). Two other related projects were funded by the Lowenstein Foundation during the second and third years (the Community School District Initiative and the Neighborhood Employment Initiative - separate reports on both projects have been completed).

During the first year, 1990-91, four schools were added to P.S. 111 to form the New York City Cluster of Schools Reaching Out. Each of the schools had a collaborating outside organizational partner as a unique feature of the Cluster:

P.S. 111/ Fordham University

P.S. 146/ National Elementary School Center

P.S. 194/ Ackerman Institute

C.S. 92/ Center for Educational Innovation

Midtown West School/ Bank Street College

Key features of the original proposal were implemented - some more completely than others. Each school was offered the opportunity to identify an area of need that "emphasized . . . . the project's central purpose . . . . to help schools help all children achieve social and academic success . . . . family, school, community partnerships are means to that end, not ends in themselves. Our 'bottom line' is children's development and learning." Thus, two schools identified students' social skills, one chose curriculum reform, one assessment, and the fifth has, despite extremely debilitating struggles within the NYC school system, chosen to participate in the Accelerated Schools program. That is, they all chose a need that directly involved the students and students' success as the focus of their work within the ideology of Schools Reaching Out that would build family-school-community partnership.

By establishing a relationship with an outside partner organization or agency, another feature was emphasized, "finding ways to insure that the model is institutionalized." By this work with an outside partner, the schools thought of new ways to address the issue of student learning, and in doing so came to realize the value of increased and more inclusive partnership

with families and other community partners. And the partner organizations became more knowledgeable and experienced advocates for systemic change in New York City schools.

Finally, the emphasis on research continued. School staff were encouraged to document their efforts, and in one school, P.S. 146, we have an example of more intensive action research on the project that clearly demonstrates the changes in the teaching and learning environment that the project produced.

This report summarizes the activities and lessons learned for the entire three-year period, with special focus on the final year (1992-93). These activities reflected the climate for change that was created throughout the earlier years.

The report is organized in three sections. The first includes a description of the projects of the individual schools and the next steps they are planning. In the second section of the report, Reflections on the Experience of the New York Cluster, we will set these specific experiences in the larger context of research and the efforts to build positive family-school-community partnership. Finally, we propose a framework for building partnership.

We are extremely grateful for the ongoing cooperation and dialogue with the teachers and staff of these schools. As researchers, we have tried to continue the process of combining research, practice, and reflection, often with the unanticipated benefit of "learning the answers to questions that we would not have had the sense to ask" (Whyte, 1981).

I. THE PARTICIPATING SCHOOLS

P.S. 111

Principal: Robert Kinzelberg

> It's difficult, you know to let go, to let kids take over. I've taught for eighteen years, it's hard letting go. It's a learning process for me, but I'm surprised by how excited they (the students) are. It's noisy, but it's stimulating. I used to dread planning lessons, now they seem to come naturally. I'm more creative and teaching is more fun, more stimulating.
>
> Teacher, P.S. 111

P.S. 111, named for Adolph Ochs, the founder of the New York Times, is located on the West Side of Manhattan at 53rd Street and Tenth Avenue, and was one of the original pilot schools in the 1988-90 Schools Reaching Out project. The neighborhood is called Clinton, once known as Hell's Kitchen. The school is a well-maintained building, free of graffiti, built in 1957. Like most urban schools, P.S. 111 is surrounded by concrete, with no grass or trees around it. A large blacktopped playground, surrounded by a high fence, faces Tenth Avenue. The school enrollment is 670 students pre-K through sixth grade: 71% Latino, 15% African American, 5% Asian and 9% white (1992). The largest percentage of Latino students is Puerto Rican. A few of these families are third-generation New Yorkers; some of the parents attended P.S. 111 themselves. Many of the families at P.S. 111 are more recent immigrants from countries around the world and do not speak English. Many have very limited incomes: 79% are eligible for free or reduced lunch. The teaching staff numbers forty-five. This includes classroom teachers with many years of teaching experience: twenty-five teachers have taught for sixteen or more years. The ethnic characteristics of the staff do not mirror the student

population proportionately with regard to Latinos: six teachers are African American, five are Latinos.

As one of the two pilot schools in the original two-year Schools Reaching Out (SRO) project, P.S. 111 has a longer history in the project than the other four schools that became part of the NYC Cluster in 1990. (A detailed report of the first two years, 1988-1990, written by Barbara L. Jackson, is available.) During this five-year involvement, a variety of efforts were initiated to carry out the mission of the Schools Reaching Out project, i.e., to find new ways to involve parents, families, and communities in the schools, always with the goal of increased social and academic success for all children. For example, teacher mini-grants were awarded to teachers to carry out activities to involve children and parents in imaginative and creative ways in and out of school. These grants supported teachers' efforts to expand learning opportunities while building new working relationships with the parents. Also, as part of the original project, a parent center was established, which offered workshops, a lending toy and book library, and a variety of social activities for parents.

A school-volunteer program that began in the first year of the program has continued and expanded. Teachers were, at first, reluctant to have other adults in their classrooms, but, after a brief training session, parents became volunteers in several classrooms. Through the efforts of a local businessman, Arthur Tannenbaum, a more extensive volunteer program was introduced last year. Tannenbaum recognized that there were too many young people who could not read well enough to be successful in our society and believed that part of the reason for this was the lack of a personal connection with a caring adult, particularly one who could support a child's education in general and reading in particular. His solution was to recruit corporate volunteers

to have lunch in the school once a week with a particular child and during that time to select and read a book that they both found enjoyable. The volunteer's job is not to teach reading, but to have fun, to show that reading is pleasurable and that someone cares for that particular child and his or her reading progress. The program began with sixty-five volunteers from a law firm and two manufacturing companies with offices within walking distance of the school (Canon and West Point Pepperall). These volunteers were assigned children from the fourth grade, and they will continue with the same child until he or she finishes elementary school. This year the number doubled with volunteers from Master Card. There are now 130 volunteers in the school each week. This program is welcomed by the staff, who report that they can see a difference in students' attitudes toward reading and anticipate that increases in reading scores will follow. Tannenbaum supported a key assumption of the Schools Reaching Out project - that one of the urban students' greatest needs is a caring, supportive adult with whom they can make a positive and growth-enhancing connection. His program grew naturally from the project's initial efforts to find ways that adults in the community, parents and those who live and/or work in the community, can make a contribution to the school. This expansion of volunteerism at P.S. 111 was encouraged by the principal, who recognized that partnership can mean connecting with the community in many different ways.

During the 1989-90 school year, prior to the NYC chancellor's initiative for school-based management, P.S. 111 formed a school community planning council, which continued the following year but after 1991 was replaced by an informal group of interested teachers that continues to meet with the principal and the SRO facilitator to make recommendations for the school's use of the grant monies. Even though some of the teachers, the principal, and the

outside facilitator believed that the school was ready to adopt a change in the decision-making process within the school, the experience with the council illustrated that before a new structure can be introduced, there must be a degree of "readiness" among those involved to accept such shifts. In the case of the volunteer program, small initial steps laid the groundwork for what is now an extensive program. In the case of the council, the change may have been too great, given where the school was in 1989.

The report will now focus on two sets of activities which, like the volunteer program, are helping to build new and expanded partnerships among students, teachers, and families. Each of these might not have been possible without the growing "readiness" for change and innovation that now characterizes P.S. 111.

Programs

The first activity is a new effort by the School Support Team (SST) to reach out to parents by offering informal workshops on parenting. The second is a curriculum-change effort in which the concepts and methods of whole language and hands-on science were introduced and modeled for the faculty. Both programs offer individuals an opportunity to work together in new ways and to build new, more positive relationships.

The school guidance counselor, Judith Bass, heads the SST, which began offering parent workshops this year. She explained their motivation:

> We thought we might begin a series of workshops, informal, for parents to try and change our role to one of more advocacy for parents, advocates for resources. It's difficult because a lot of teachers blame parents, see them as the problem. But, we are parents too and we know it's hard work to raise kids, and we wanted to start talking informally with parents.

The group ran five workshops at 8:45 in the morning. The format was relaxed, in the library with a translator at one table so anyone who needed the translating could participate. This meant that the group could keep two conversations going simultaneously. There were refreshments, and the school group sat at various tables so they could mix with the parents. The first workshop was "How to Help Your Child Succeed at School." The presentation was about some basic organizing strategies:

> I brought in shoe boxes I use at home to help my son organize his 'stuff'. We talked about cleaning out backpacks because kids never give you the school announcement, a separate place at home to work, time for study, noise levels, and helping kids with work, a calendar, folders.

The group asked parents what other topics they wanted for workshops. They chose helping the children with reading, testing, special education, and activities and ideas for the summer vacation. They also asked for a new workshop next September on discipline. Between thirty-five and forty parents attended each workshop. Many of the same parents came to several workshops and began to get to know each other. For the last workshop, a representative of the New York City Convention and Visitors Bureau was asked to speak. She brought materials about traveling around the city and about free things to do with children in the city during the summer. Parents began to share telephone numbers and make plans - all small but important signs of developing a parent community. One teacher explained that the neighborhood can be dangerous and parents are reluctant to let their children go to one another's homes. But now, if parents have met, they will be more likely to allow children to socialize with others.

These workshops began as a way of building new relationships with parents, less adversarial and more inclusive:

> We are trying to create a respectful partnership, we share a lot of our experience as parents. It takes us a lot of extra time to do this in addition to what else we do, but we think it's an important thing to develop a more humane outlook, more approachable, lend a hand. We want to reduce the parents' stress.

The second program, initiated by the principal and supported by Community School District 2 with staff development consultation, is a program to incorporate language arts and whole language teaching methods into all curriculum areas in the fourth through sixth grades with a specific focus on developing student partnership in experiential learning in the sciences. Two days each week throughout the entire year, Laura Kotch from the CSD # 2 professional development staff worked with the teachers at P.S. 111 as they shifted their teaching style from a predominately lecture, transmission model to a more collaborative, student-centered pedagogy. Teachers met once each month to discuss how these changes were proceeding in their classrooms. With funds from the SRO and other sources, they were able to purchase over $3,000 in science books that launched this new approach to learning. What this looks like in a classroom is students actively involved in efforts to "build knowledge" together rather than to "receive knowledge."

Students are, for example, working in groups in social studies and creating newspapers about historical events they are studying or travel brochures from their geography lessons. In science, they are writing a play (and acting it out and producing the programs) using the new science knowledge they have. It means second graders who say they use "real books" (library books) to look up information and plant seeds to study growth, and a fourth-grade class building

an entire rain forest (and taking it to the school science fair and being invited to the district science fair as well) as a model of all they had learned in their science and the environment unit. One sees students' art, writing, diagrams, and projects throughout the school. Teachers and students say they are enjoying learning more. One teacher commented, "They (the students) are generating more questions, they are more excited and more comfortable speaking." All these projects reflect the common goal of developing students' language and written skills by having them talk and write about everything they do. The rationale and advantages of whole-language instruction to the development of language and writing skills is clear; students are more engaged and actually speaking and writing much more than in traditional settings. One result of these new skills for teachers and new experiences for students is a major shift in classroom dynamics, both in terms of how one understands and supports student learning processes and the closer sense of partnership that results from the collaboration among students and between students and their teachers. The interviews with students and teachers support this conclusion.

What Was Accomplished

We interviewed several classes of students as well as several of the teachers using the new, integrated approaches to language development. In the fifth grade bilingual classes, students had written their own autobiographies as well as bilingual "Big Books" explaining their study of the human body. Students showed us this work with obvious pride and enthusiasm; they said they see themselves as authors and that they are writing, in either language, all the time.

Their teacher reported:

> They are always talking, sometimes it's English, sometimes it's Spanish, but they are always translating for one another. In groups, they notice each other's strengths and give others a task they can do; sometimes, it is art work, sometimes it is a leadership role.

This type of classroom participation is empowering as it places the students' experience at the center of the writing process (as in the autobiographies) and is product-driven (as in the science work). In transforming their new knowledge into new products, students are learning: "It's special, we will remember everything, it's like a family working together." Students were particularly enthusiastic about a play they had produced based on information from a unit on space. In fact, several students made that work the topic of their writing for the statewide writing examination.

Teachers were also extremely positive about the changes taking place in their classrooms; as one teacher said,

> It's difficult, you know, to let go, to let the kids take over. I've taught for eighteen years, it's hard, letting go. It's a learning process for me, but I'm surprised by how excited they are. It's noisy, but it's stimulating. I used to dread planning my lessons, now they seem to spring naturally. I'm more creative and teaching is more fun, more stimulating.

They mentioned the tremendous support from Laura Kotch and explained that she "modeled and coached and always was there to help. She offered, never mandated, and we began to invite her in, and it's worked." Teachers also said that it was at the principal's initiative that the changes began and that his support helped to move the project along. Specifically, he freed up the time for monthly meetings for teachers and strongly supported change from mandated science time (and state-mandated curriculum topics) to integrate science with a plan to cover three topics in

depth rather than several quite superficially. One of the teachers, Maxine Erlanger, assumed a leadership role within the school without any formally designed role and was instrumental in the continuation of the activities of the school. Teachers told us that with these changes in teaching practice and with a greater emphasis on student involvement and "co-construction of knowledge," they would like to begin thinking about alternative forms of assessment. Finally, Robert Kinzelberg, the principal during the entire period, including the two years when P.S. 111 was one of the two pilot schools, played a significant role in the evolution of the school climate that reflected the building of a family-school-community partnership.

Next Steps

How do these two programs, operating separately, actually relate to one another and to building an empowering school climate for children and their families? The parent-workshop program is clearly an important initiative to get parents talking to each other and to school personnel. It should be given organizational support and the resources it needs to continue to serve parents in this format. It has been difficult to develop an inclusive parent community at P.S. 111, so these ongoing efforts are extremely valuable as entry points for more families to become involved and for greater family-school understanding.

The curriculum reform initiates change from a different direction, beginning first with changes in teaching strategy that fundamentally alter the student-teacher relationship inside the classroom. As a result of these changes, students are expressing enthusiasm for school, are eager to do more and want to share what they have done with their families at events like the science fairs and the class plays, and are becoming partners in their own learning. Teachers

commented that they didn't realize students had so much to say and could work so well in groups - that they seemed not to be doing less, as they feared might happen, but doing more as a result of becoming more involved in changes in classroom practice. These practices can serve as a model for changes school-wide toward more collaboration within and across grades and between families and the school.

Perhaps P.S. 111 might create a small group of teachers, students, and parents, similar to the collaboration committee at P.S. 194 (Brooklyn) that looks at these changes a little more closely and encourages reflection on them for program improvement. For example, in order to implement the changes in science teaching, the children need greater and easier access to library books. Changes were made in the library sign-out policy that facilitated the program and increased the amount children were reading. A collaboration committee, unlike a formal decision-making structure, could serve as a place to assess progress, recognize successes, and identify new areas where school policy and organization can be altered to support the goal of building greater partnerships both in school and with the families of the children in the school. P.S. 111 might also meet with other participating schools to share ideas and programs. Such a group might begin to model the process of shared decision-making within the school. At P.S. 111, the classroom became a starting point for new, more collaborative experiences for students and teachers; our hope would be that this enthusiasm for collaborative work could be extended into the adult relationships within the school as well - perhaps, as teachers have suggested, in an examination of assessment practices.

P. S. 146

Principal: Rodrigo Perez

> At home at dinner, before, it was silent, but now I start these conversations, you know saying what I think, what I like and don't like and it's like they don't know it, but what I'm doing is a little Magic Circle, just like at school.
>
> Fifth-grade student, P.S. 146

P.S. 146, located on 106th Street and First Avenue in Manhattan, has an enrollment of 610 students, grades K-6. Approximately half of the students are African-American, half are Latino. Many of the students are considered "at risk" as a result of low income and the crack, drug, and alcohol abuse that has impacted their neighborhoods. The former principal said, "Our students are often raised in one-parent households and many have grandparents, usually grandmothers, raising the children by themselves . . . . Despite the devastation of their neighborhood, our students and their families struggle to maintain an optimistic view of the world. . . . . It has become the shared goal of the school to help our students to develop a positive self-image, solid moral character, and to nurture the uniqueness of each of the students." (P.S. 146, Interim Report, 1992)

P.S. 146 is also a barrier-free school, serving handicapped children from other parts of the city as well as the neighborhood. Of the thirty classes in the school, twelve serve special education students. Over the past three years, Mr. Harris, a teacher at the school, has developed a Big Brother, Big Sister program to which students apply for membership and which requires responsible behavior and good academic standing. This project provides training to some students in conflict resolution and mediation that contributes to the positive overall school environment.

One of the criteria for choosing schools for the New York City Cluster Schools was that they had a pre-existing relationship with an organization outside the school. For P.S. 146 the outside organization was the National Elementary School Center (NESC), headed by Allan Shedlin. The NESC proposes a new role for elementary schools in America: The School as Locus of Child Advocacy. Prior to SRO, the Center had worked with several schools in East Harlem, including P.S. 146, to develop a Children's Bill of Needs. A school-based Child Advocacy Committee, composed of staff, parents, principal, and a consultant from Bank Street College, under the auspices of the NESC and support staff existed in the school. This work helped create a climate that was supportive of further school-community collaboration.

During 1989-90, the SRO grant supported the work of Esther Rosenfeld (provided through NESC), as an outside facilitator at P.S. 146 to develop a program targeting the social development of the students. What emerged from this cooperation was "the Magic Circle," a structured meeting time within the classroom to help students learn and practice communication and conflict-resolution skills. Two events rather significantly reshaped the program during the 1991-92 and 1992-93 school years. Because of reduced funding, the facilitator did not continue to work with the school, and Mamie Johnson, who had served as the school's principal for twelve years, left in June 1992 to take a position at the District #2 office. These changes did not mean the end of the new program, but it did mean that individuals inside the school, namely Annette Cohen, the school psychologist, and Yvonne Green, the school social worker, did take on, in addition to their other responsibilities, the leadership of this rapidly expanding program. Both the interim principal, Charles Evans, and the new principal, Rodrigo Perez, appointed in February 1993, were enthusiastic supporters of the Magic Circle and reinforced the changing

culture of the school. The details of the program, how it grew, and the action research by the participants are described below.

Program

The program implemented at P.S. 146, now known as "Magic Circle," evolved as a result of school-wide concerns that were expressed by one classroom teacher and the support provided by Annette and Yvonne. In October of 1990, Arlene Weiss, a special education teacher of a fifth-sixth grade class, spoke with Annette about the possibility of having weekly class meetings to help students identify, discuss, and solve class-related problems. During the 1990-91 school year, sessions focused on helping students verbalize their feelings and learn to speak about issues of concern to them. The weekly forty-five-minute meetings were called "Magic Circle," after a program developed in the 1970's by the Human Development Training Institute. Annette ran the meetings with Arlene in the room. In the fall of 1991, Arlene continued the program with Annette's assistance. Michael Bick, a sixth grade teacher, began to use it as well. Esther Rosenfeld helped to facilitate the program in Michael's class and introduced specific procedures for each class to follow during their meetings. Later in the year, after Michael made a presentation to the staff about the progress of the Magic Circle in his class, other teachers became interested, and five additional teachers began using the program.

Throughout the development of the program, Annette and Yvonne surveyed teachers and held meetings to discuss with teachers the impact of the Magic Circle on both students and teachers, providing the opportunity for teachers to meet together and to collect data on the progress of the program at P.S. 146. As a result, there has been extensive documentation of the

program as it has developed over the last three years. Annette and Yvonne have truly become "reflective practitioners" by taking on the task of action research as well as facilitating the development of the program itself.

At the conclusion of the first year (1991-92), the teachers were asked to complete a questionnaire about why they decided to participate in the Magic Circle. "Teachers all reported a high level of intolerance among students for petty as well as important issues. They reported a high level of impulsivity among students, which manifests itself in poor judgment and lack of reflection during conflicts. Michael Bick stated that his students were always angry and their interactions seemed limited to cursing, hitting, threatening, and shouting" (Interim Report, 1992). Teachers said they participated in the Magic Circle because they recognized the need their students had for finding ways to discuss and resolve conflicts. Annette summarized the teachers' feelings this way:

> . . . . perhaps the Magic Circle can increase classroom cohesion and the students' conflict resolution skills. The absence of appropriate social competence and limited repertoire of effective conflict resolution skills cause students to bring a lot of anger and unresolved issues to the learning situation. Their preoccupation with these issues makes learning very difficult and consistent meaningful instruction an almost impossible task.

In response to the questions about the impact of the Magic Circle, teachers "continue to be invested in and use the Magic Circle for two basic reasons. Primarily, some teachers have observed changes in attitude, behavior, and cognitive functioning in their students: less fighting, more respectful confrontations, increased positive peer interactions. Teachers have observed students becoming more empathetic and supportive of each other. This translates into a room of students who are more sensitive to one another and more cohesive as a class." The second

reason for continuing to use the Magic Circle is that teachers felt that, "although significant changes in behavior may not be immediately visible, the experience is laying the foundation for appropriate social expressions . . . . The fact is that students need help coping with their world. . . . . The teachers reflected on the need the Magic Circle met for their students. They all pointed to the great need for a socialization curriculum." Efoim Ukoidemabia, a fourth-fifth grade teacher, said it most succinctly when he observed that "there's a curriculum for reading, mathematics and writing, but nothing on how to live and survive harmoniously" (P.S. 146, Interim Report, 1992).

In May of 1992, after using the program for some time, teachers again met to share their experiences. At that meeting, teachers said that the Circles were helping children share their feelings and thoughts about important concerns in their lives, listen to others, develop alternative solutions to problems they faced, and resolve conflicts within the class. The importance of structured, predictable Circle procedures was stressed, so that while each teacher adapts the meeting to his or her particular classroom, all Circles are confidential, allow students to "pass" if they do not wish to contribute, and provide time at the end for debriefing. Teachers discussed the possibility that students might carry over some of these new skills into their homes, as well as the issue of how to more fully involve parents in this Circle process. Thus, by May of 1992, the school community was able to identify six objectives for the Magic Circle program for 1992-93, including:

1. to enhance interpersonal skills of students;
2. to develop positive relationships among students and their teachers;
3. to reduce negative behaviors (put-downs, fighting, rumor-spreading);

4. to develop skills of empathy through enhancing self-respect and respect for others;

5. to provide opportunities to learn how to express feelings openly and honestly;

6. to develop social skills that will lead to greater academic achievement.

In the fall of 1992, Annette and Yvonne posted a sign-up sheet for teachers interested in using Magic Circle in their classrooms; within one hour, eighteen teachers signed up; eventually twenty-four of the thirty classrooms in the school were using the program. This response confirmed both the need for and the success of the previous year's work, but it also posed serious problems for both Annette and Yvonne, since, in addition to their other responsibilities, they serve as facilitators of the Magic Circle. Thus, the enthusiasm of the teachers created a substantial addition to their work-load. Helaine Eisenberg, the school guidance counselor, was recruited to assist in some of the classes, as were graduate interns from school psychologist and social-work programs from local colleges.

What Was Accomplished

In describing the impact of the program on students at P.S. 146, Yvonne wrote:

> I think it is about critical thinking, creating options, and learning negotiation skills. They get to talk about their feelings, and that validates something very important, and in their talking they try to come up with solutions.
>
> The students look forward to this special time during the week when they can speak about their feelings, verbalize difficulties they face, and learn to listen to their peers. The empathy and communication skills create an atmosphere of openness that is carried over into relationships in school with students and their teachers as well as their families. Teachers and paraprofessionals are part of the Magic Circle, and there are times when they say that the clinicians should hold a special circle so they too can communicate their feelings and build positive staff relationships.

During a series of interviews in May 1993, administrators, teachers, and students confirmed the powerful impact of structured time spent on learning and practicing interpersonal problem-solving skills. Teachers described their own learning:

> I talk less, hear students more.
>
> It's made me understand them more, I know more about them, the things they have going on in their lives.
>
> I didn't know how much impact it would have. They were so bad I didn't even want to start until they were better. They were doing all negative behaviors to get attention, yelling, cursing, standing, setting each other off. In the circle they relaxed; it's the time they behave. They have calmed down. We talked a lot about doing well, concerns about academics and getting promoted, conversations around tests, and school work.
>
> My class now realizes that there are several ways of coping with difficult situations. They also express themselves better both positively as well as negatively. They are able to give and receive constructive criticism.
>
> It has improved the children's ability to express their feelings.
>
> Allowed students to focus on certain feelings and to cope with them effectively.
>
> I found out a lot of the children had stresses which I hadn't known about.
>
> I learned to be better focused on the emotional problems of the children. I found out what the problems really were.
>
> I was able to understand and empathize with children.
>
> I was able to empathize more with my pupils. I also gained insight into their emotional realms as humans on a more personal level as opposed to just being "my pupils."

Administrators, admitting their initial reluctance, gave the program high praise:

> I must confess when I heard about this (you know, I've heard about Magic Circles before, a long time ago). I was skeptical, but it's worked out so well, we could use some of this for administrators. In the last three years we've seen a marked improvement in student behavior; fewer fights in the schoolyard; it's better.
> We see it as prevention: fewer special education referrals and reduced aggressive behaviors.

Several adults also commented on the impact of the program on adult relationships in the school:

> What's interesting too are the adult relationships that develop from our collaboration (with teachers). It helps as I work with youngsters in counseling and they see us as adults who respect each other and work together as a team, and it affects the progress of the class.

> We share more; one boy had a friend killed in a shootout in the neighborhood. The murdered child did not go to our school, but was a good friend of one of our students. Because we knew that, we could bring it up and help our students.

Students had a lot to say about the effect of Magic Circle time in their classes:

> . . . . we solve our problems without dissing and without losing friends.

> . . . . like when you are in trouble, you get help.

> If you have a problem with someone and they won't listen, it's a place.

> If you are scared to say it outside, you can say it in Magic Circle.

> You have friends, people don't make fun of you.

> The class is like your family, they won't tell nobody.

> It's time to say what you want to say.

> You don't have to speak, but you get time to think about what you want to say, and if we want to say it, we say it. It's not like outside when you just say something without thinking about it.

They also described changes in themselves and others:

> Our teacher is different in circle. She is one of us, different, she relates to us more, she plans trips with us, you know, she really cares.

> I changed a lot. At home I don't hit my sister anymore, I tell my mother.

> It's fun, talking about feelings, you know it's private (in the class); you aren't just sitting there with your stomach tight.

First-graders said that they practiced how to ask someone to play, to be a friend, and that they sing songs about being friends. They said they learned to tell each other what they like (and don't like), they learned about being a friend, and playing together. When asked about their classroom, they said they were "happy" and "relaxed." Second-graders said Magic Circle helped them "get more friends" and "to help each other not to do bad things" and that they "solved a lot of bad problems" during the year. In fact, the second-graders, seeing that two paraprofessionals were having a dispute in their classroom, suggested a Magic Circle to talk about it, and they did and they made up!

Older students used different words, but conveyed similar ideas. Fifth-graders said they had learned to cooperate, they had fewer fights and that, "It's helped with hard things." Several mentioned teaching their younger siblings the techniques they learned in Magic Circle, for example:

> I showed my two little brothers how to calm down, instead of fighting with each other. One learned, the other didn't.

> At home, at dinner, before, it was silent, but now I start these conversations, saying how I feel, what I don't like and stuff and it's like they don't know it but I'm doing a little Magic Circle.
>
> I'm doing better in school, I ask for help now with math and stuff. I am learning to read. I know what I do good and what I do bad; I'm trying to change myself. It's not that I can't read, it's that I need to work on my understanding of what I read.

What Annette and Yvonne have accomplished with the teachers and within their school is extraordinary. In the Magic Circle, they modeled facilitation skills both for the children and for the teachers. The positive impact is described by teachers, students, and administrators. In addition, they engaged in action research on the program as it evolved and thereby captured the process of increasing acceptance by the school staff of a rather substantial shift in classroom activity, all the time maintaining their school responsibilities. They, along with representatives from the other New York Cluster schools, had attended a League of Schools Reaching Out Conference in Boston, where they learned about action research. While it is true that to initiate a new program often takes extraordinary effort, the school must now address how to gain the additional resources needed for the program to continue.

Next Steps

As a result of continuing action research on the program, there is considerable documentation of teacher and student response to the Magic Circle. There are also many interesting questions that the action research group would like to pursue in the coming years.

Yvonne reflected on the program:

> In the last year, so much has happened so fast, we have had no chance to reflect, observe how each class incorporates the Magic Circle differently depending on the climate and the make-up of the academic level of the class.
>
> We want to pay attention to the increased motivation that Magic Circle produces and document that. There is an increased sensitivity between teachers and students. One teacher's relationship with parents has really changed. She understands the children, when she calls home it is less to blame and give orders but more to solve problems, more mellow, more understanding. She's been here ten years, she doesn't come up to the VP saying you fix it, now she calls and talks to the parents.

Yvonne also framed some of the questions that the action research team would like to pursue as next steps are determined:

> What has the teacher gained personally or professionally from the Magic Circle experience?
>
> Why are they interested and invested in the Magic Circle program?
>
> How much and what kinds of support did the staff receive?
>
> Why didn't the teachers begin to run Magic Circles themselves?
>
> What are the primary gains/changes in doing the Magic Circle for teachers, students, the school, and the families?
>
> Specifically, what was it about the Magic Circle that helped students feel so enriched and empowered?
>
> How did the Magic Circle impact student-to-student relationships, student-teacher relationships, and student academic achievement?
>
> Does this program work to place the child in a role as a change agent in the family?
>
> What changes have occurred in students' families as a result of their school experience?

How has the program affected the understanding of the roles and responsibilities of school social workers and school psychologists? Of other school staff? Of parents?

What does this program say about the school's role in the socialization of students?

Certainly, it would be beneficial to continue the action research on this program to gain answers to some of these questions, which are so important to understanding both the impact of the program and its potential replicability in other settings.

The Magic Circle program that has evolved at P.S. 146 is similar to various social-skills programs currently being implemented in many schools across the country (Elias and Clabby, 1990; Weissberg, 1991; Krasnow, 1991; Comer, 1990). These programs reflect the growing recognition of the importance of communication, social skills, and interpersonal problem-solving strategies to cognitive development and to the prevention of emotional problems in adolescence and beyond, and the need for the school to provide explicit help to children who need to learn and practice them. At P.S. 146, everyone now agrees that helping students with social skills provides the foundation for greater academic success. Annette and Yvonne have expanded the role of the clinician in a school setting from one of seeing individuals and small groups for therapeutic counseling to one of working as partners with teachers in a whole classroom setting. This shift may be quite powerful as it broadens the skills of the classroom teacher and positively impacts the entire school culture. We recognize in their work an ecological perspective - that the whole environment of the child shapes his or her ability to learn. Here, rather than addressing issues solely on an individual basis, we are seeing an effort to change patterns of interaction in the classroom and in the entire school.

This program has proved its worth and now needs school-district, or community- based resources for program support beyond the support evident in the new principal. This might come as a result of collaboration with a community health center or with a college whose students and/or faculty might provide additional facilitators and support for continued action research. Also, training in facilitation skills could be offered to teachers. There are real advantages in the cooperation between adults that takes place as a result of the Magic Circle activities. What would be desirable is for teachers to have additional training in collaboration between teachers and between teachers and support staff.

Two programs developed at P.S. 146. One, the Magic Circle, opened up a different type of conversation among students and between students and their teachers. Highly successful and with enormous potential for shifting school climate and building the positive relationships that encourage motivation, it needs to be supported and appreciated. The second program that developed was a model of action research as Annette and Yvonne took the additional time to survey faculty and students as the program developed. This work provided helpful suggestions for the improving program and also provided a forum for the faculty to meet together and discuss their experience and learnings. It is important that both of these models-the Magic Circle and the action research process-be shared and that the participants be encouraged to speak and write about their experiences to a wider audience.

P.S. 194

Principal: Myrna Neugesser

> Last year when the after-school bus was late (bringing the children home at five PM), you know I really didn't expect the parents to call or anything. I had this idea about them. But the phone calls started right after five o'clock. And I realized that these parents really do care about their kids. It may sound terrible, but I learned a lot about how much the parents really care and I didn't know that before.
>
> Teacher, P.S. 194

As a result of a 1991 administrative decision to relieve over-crowding in schools within Community School District # 22, approximately 125 children were bused from the northern end of the district to P. S. 194. The principal and staff wanted to assure the full integration of these children into their school community. There was also pressure from the parent and community organizations of the school to do more to integrate these students into the life of the school. With funding from the Schools Reaching Out Project, they were able to increase the number of openings in a community-supported after-school program for children bused to the school. The additional hours of informal contact with the neighborhood children were seen as a potential opportunity for children to make friends and reduce their, and their families' sense of isolation from the school. During the 1991-92 school year the program was piloted for six weeks; during 1992-93 it ran from November to March.

The School and the Neighborhood

The Raoul Wallenberg School (P.S. 194) is a large, 750-student, elementary school (pre-K to fifth grade) in Community School District 22 in the Sheepshead Bay section of Brooklyn. The current student body is 30% black; 10% Latino; 5% Asian, and 55% white. While the

community has many single-family homes and condominiums, the city is increasingly using local buildings for housing homeless families. Thus, although the busing program was initiated because the schools at the northern end of the district were overcrowded, P.S. 194 is now near capacity, and only siblings from currently bused families will continue to attend the school.

The Ackerman Institute, P.S. 194's outside partner in the SRO program, during its involvement for several years, had worked to build a climate of collaboration and partnership with the school through the implementation of the Institute's Family-School Collaboration Project headed by Howard Weiss. Working with over seventy-five schools in New York, staff from the Institute collaborate with schools in developing 1) regular opportunities for parents and teachers to meet in conference, 2) forums for families and staff to address specific problems, and 3) school committees that take responsibility for furthering home-school collaboration. The after-school program was an outgrowth of these efforts to establish a positive school climate and the recognition by the staff that this particular group of students was not being included in the school community. The facilitator 194 was Egda DelValle Delaney, who is on the staff of the Ackerman Institute.

The Program

Beginning in 1991, 125 children (almost all minority) from the northern end of the district were bused to P.S. 194. The children traveled a long distance to the school, arrived and departed the school on a separate schedule, and as a result found it difficult to participate in any after-school activities at the school. The collaboration committee saw enlarging the after-school program as a first step toward including these children and their families more fully in the life

of the school. The interim report from the Ackerman Institute describing the 1991-92 pilot program explained:

> Efforts were made to meet with parents in their own community to inform them of the program and recruit students. A special evening meeting was arranged, flyers were sent home with the children, and an additional mailing wa_ sent to parents of NE (northern end) children.

Eight parents of bused children attended this meeting and expressed their enthusiasm for the idea and their willingness to tell their neighbors about the program. In the end there were more than eighty requests for children to participate in the program; because of limited space on the bus only seventy-one were accepted.

The after-school program has been supported by the Sheepshead Bay Community Development Agency for the past nine years and served about 125 local area students three days a week (recent cutbacks have reduced the program from three to two days per week). In designing the expanded version (for a total of 200 students) several changes were made including the introduction of a tutoring component available to all students. The 1991-92 program was staffed by one teacher to supervise games, crafts, and quiet activities (for K-2); two gym teachers to supervise all sports programs; and three tutors who were teachers at the school to provide homework help. This year's program added additional staff.

Each afternoon, children move from their classrooms to the spaces set aside for the program: the gym, cafeteria, and auditorium. Attendance is taken (the bused children have maintained a very high attendance rate), a snack is provided, and children can choose their activity. They take care of the games themselves; they put things away; "they never lose a piece." The tutorial is run in the pre-K room. One tutor reported that students help each other

with homework, and when they are finished "often stay in the room and play with the toys and games set up for younger children. They actually play house, build with blocks, really doing all the good aspects of play that children need. And you hear them talking together, it's an opportunity for language development."

The other teachers reported similar interactions. In the gym and outside, children taught each other games. And apparently it wasn't one-sided: neighborhood children "learned double dutch" - and bused children learned many board games. The teachers were impressed: "They are careful with the games, they sign out and return everything, and they take turns. They love a game called battleship, and it really does help them think and problem-solve. Sometimes they create their own games and cooperate in new ways." One teacher commented, "It's really a lot about a time to socialize. We may call it just hanging out, but they get to talk, to know one another."

Several teachers commented on improvements made in the organization of the program this year. They were simple things about attendance and how they organized the students for the trip home, but they made the program work more smoothly. They also mentioned the improvements they saw in the students' social skills. When the program began, the "children lacked the social skills, they didn't know how to participate. But this year, their skills are so much better, they learned from the other students. There is less trouble on the bus, lots of things are just better organized this year."

What Was Accomplished

As part of the assessment of the pilot program conducted in 1991 by the Ackerman Institute, teachers, students, and parents were asked for their feedback about the after-school program. Several important themes emerged from these interviews. In addition, some of the feedback from the staff concerning this year's program suggests a somewhat different perspective for ongoing reflection and evaluation of this program and perhaps others undertaken by the collaboration committee.

There was genuine and specific enthusiasm for the after-school program. Students reported making new friends, meeting new teachers, and feeling more comfortable at the school. Parents confirmed that their children felt better about the school and were making more friends. Teachers, too, repeated this observation: "It's not a feeling they are just visiting here. It's a feeling of belonging." Several students said their grades improved, and in fact a large percent (66%) of the students reported that they sought out help from the tutors. They said they tried harder and felt more like working and behaving in class. Teachers also noted an improved sense of academic performance ". . . . some children were completing their homework for the first time."

For the classroom teachers, the program gave them an opportunity to meet the children informally and get to know them. The teachers mentioned that their views of the northern end children changed with their increased interaction with them. For example, one said, "I saw them in a different light." Another stated, "I realized how frustrated and needy these children are and how they really are trying," and another, "I got to know what things are like for them sometimes."

Reports from some parents indicated that they felt their children were enjoying the program and as a result were happier in school, but that they themselves did not feel a closer connection to the school. However, several comments from parents indicated the potential of this program:

> I see a great change in A's disposition. He seems to have a greater willingness to show us (his parents) what he knows. We went to school during open-school week and he showed off all his work.
>
> It made me (a parent) feel accepted . . . that the school community accepted my child. . . . It shows me that the teachers care and want my child to belong.

The interim report concluded that the children in the program demonstrated increased achievement in their classwork. Teachers noted changes in effort, willingness to participate in class, and higher achievement. Parents observed that children were less disruptive at home. Students also reported working harder and doing better in school.

The program during 1991-92 was very brief, only six weeks, and yet the interviews clearly indicated that students had enjoyed and benefitted from the opportunity to socialize with other children and receive tutoring assistance. In fall 1992, parents again enrolled their children in the program. This spring (93), teachers again reported on the high attendance rates, the extensive use of the tutoring offered to children, and the excellent behavior of students in the after-school program. Clearly for all involved, the program has been a success. But, what about the parents? Principal Myrna Neugesser, reports that because students can have a bus available to take them home at five o'clock, they can and do participate in many more after-school activities such as chorus and class plays. Parent attendance at these functions is also much greater as a result of wider student participation: "The parents are coming more." This spring, as part of a fundraiser with Burger King, the school raised over $3,000 as the principal and

teachers acted as chef and counter clerks. The turnout, as might be expected, was high. But of significance to Neugesser was that many families of the children bused to the school came back at night for the fundraiser: "I saw families I had never seen before. There is the feeling that the children feel welcome, more relaxed, and the parents are coming more."

Next Steps

From our perspective, this program has several very positive components and can serve as a catalyst for improved family-school collaboration and school success. It represents a holistic approach to childrens' learning by providing opportunities for social integration and improved language acquisition - time for play and the healthy release of physical energy as well as tutoring assistance - all key building blocks for academic success. These social and problem-solving skills learned in an informal after-school setting can be extremely valuable in classroom work as well, but children need to have help and explicitly discuss the process of carry-over and just how what they are doing after school might be used during the school day.

We believe that the tutoring component and the informal student-to-student tutoring that emerged is also an important strength of this program. The support of a teacher, the structured afternoon format, and time to cooperate with their peers all provide an opportunity for students to develop the self-confidence to take the risks necessary for learning to occur. Staff might consider a collaboration between the classroom teachers, the tutors, and parents to develop for the after-school program a mini-course that highlighted strategies for classroom success (good listening, study skills, problem-solving steps, etc.). As researchers we often look for "carry-over" from one activity to another, yet few programs explicitly talk to students about how to

make that carry-over happen. Like all of us, students need to learn and practice new skills and talk about how and when they are using them. This is not to suggest that formal teaching replace the extremely valuable informal socialization that is occurring throughout the program, but that a complementary piece might be added.

The program provided time to learn and practice activities that directly enhance children's classroom success. It did not, however, maintain consistent contact with either the parents of the children in the program or the classroom teachers of the children being tutored. Both linkages, we feel, would serve to dramatically increase the benefits of the program and further the goal of greater family-school collaboration. Both of these activities could be accomplished by the children themselves if they wrote once-a-month letters to their parents and their teachers about what they are doing in the after-school program. Such letters would encourage students to reflect on the activities, friendships, and school work they have begun during the month, would provide an additional opportunity for written work, and inform parents and teachers with a minimal increase in staff time. The program is large, a total of 250 students were participating by the spring of 1993. It is probably unrealistic to expect individual reporting on these students by the staff when students themselves could be engaged in a way that will help them learn from their participation in the process. Copies of the letters could be saved and compiled at the end of the program for students to keep or use as part of their participation in the evaluation process.

We found the idea of the School Collaboration Committee an extremely good one and see the potential for it to take on a new function. Since students have participated with adults on the committee, students in the after-school program could prepare a presentation on the impact of the program in the school. Simple data-gathering and reporting techniques could be discussed,

and students could report to the whole committee. We have seen in other schools (Davies, 1993, Krasnow, 1993) that when parents and teachers, teachers together, or students become involved in the joint evaluation of a program intervention, the evaluation is more helpful for program improvement, and that the process itself serves as a vehicle for the development of reflective thinking within the school. Individuals responsible for funding these programs might well enjoy receiving a report, in part prepared by the participants themselves, including students. And students from each of the schools could be brought together to share what their investigations have revealed. They might invite others to hear about the program, its impact, and the process of becoming reflective students. One question they might pursue is whether there is a relationship between students' participation in the after-school program and/or in the tutoring and their academic success. Here at P.S. 194, as with the other schools in the NYC Cluster, the principal gave more than verbal support; she was enthusiastic and did everything she could to make sure the program worked well.

Midtown West School

Director: Saudhi Vargas

> Our issue is about how to implement our philosophy throughout all aspects of the school and classroom. Now we are talking about assessment. Is this an area where our philosophy and parent involvement can really come together? Could we collaborate to create new assessment practice?
>
> Roberta Altman, facilitator,
> Midtown West School

From its inception Midtown West School has been a partnership between Community School District 2 and Bank Street College. Located on 48th Street near Ninth Avenue in Manhattan, Midtown West is an option school that is open to all children living in the New York City area. In the fall of 1989, under the leadership of Community School Superintendent Anthony J. Alvarado and in response to parent requests for a school based on the Bank Street College of Education model, Community School District 2 opened an early-childhood center consisting of three classes of inter-aged four-and-five-year-olds. Each year a class has been added; as of the fall of 1993, the school offers integrated classes through grade five. The school does not test or screen children as a basis for admittance, nor are children tracked according to ability into separate classrooms. The school includes children from the immediate district, as well as attracting children from Brooklyn, Queens, the Bronx, and all the neighborhoods of Manhattan. To meet the needs of working parents, Midtown West begins its day at 8:10 a.m. and continues until 5:45 p.m. through its Extended Day Program.

The 1992-93 enrollment of 196 children-pre-kindergarten through grade four- was diverse: black, 24.10%; Latino, 28.71%; Asian, 3.07%; white, 43.5%; and Native American,

.5%. The staff reflects these same groups in similar proportions except for Asians and Native Americans.

In 1991, Midtown West became one of only three schools in the country to receive a grant from the Plan for Social Excellence, Inc., as part of their Excellent Beginnings Program. The three-year (1991-94) grant of $240,000 enabled the school to broaden some of its unique features: participation by a Bank Street College faculty member, high school interns, full-time classroom assistants who are interns from Bank Street College's Masters program, and programs for parents and staff.

Current Program

From its beginning in 1989, Midtown West has sought to implement the Bank Street College model of developmental education throughout the entire school. The Learning for Life Center, created as the focal point for parent and community involvement in the school and as a common meeting space for parent and faculty collaboration, meshes its activities with the regular instructional program. Thus, the Learning for Life Center is not a separate entity but an integral part of the total school program. Parents have been actively involved in the school from its inception and are participating in the school as tutors, artists-in-residence, and leaders of "Cultural Connections" - joyous events and workshops that have highlighted the food and cultural traditions of many different ethnic groups represented in the parent community.

In 1991, Saudhi Vargas became the new principal (called director in an option school). A Bank Street College faculty member, Roberta Altman, serves as project director, providing direction and continuity for the implementation of the programs. (A complete description of the

first year of the grant is reported in the Summary Report to the Plan for Social Excellence, Inc., 1992 and in the school's newsletters.)

Now that the school has been operating for several years and has gone through staff and leadership changes, both parents and staff have turned their attention to the critical area of assessment. Unlike other schools in the New York City Cluster of the League of Schools Reaching Out, parents were instrumental in the creation of Midtown West School, so parent involvement and participation in governance has been an integral part of the school since its inception. Given that, it is interesting to see the parent-teacher group turn to the difficult area of student assessment as they extend the experience of partnership beyond more typical forms of parent involvement.

Planned Initiative 1993-94

In May 1993, teachers and parents met to discuss a new project, one that would examine assessment practices at the school and consider whether assessment was a potential area for beginning a new stage in family-school collaboration. The issue was described this way:

> In our classrooms we use a lot of cooperative groups, we emphasize language and literacy development. We use a lot of whole language, lots of reading and continuous writing across all the content areas, but at this point we are talking about assessment: How can we know how children are progressing?

The discussion was extremely promising. One parent commented: "It's interesting, we have friends with children in other schools and they use grades, class rank, standardized tests, and things like that. I don't want that, but I'm not sure I know enough about Molly's progress in school." Another parent commented that she has had three other children in the city schools

and this school's practices are confusing because of the nontraditional philosophy, methodologies, and assessment practices. Currently, a combination check-list and narrative report describing the child's progress go out from the teachers to the parents. These take much time and are carefully prepared, but teachers do not feel that they were completely satisfactory, either. They asked if an assessment procedure could be designed that gave parents what they want and was helpful to teachers as well.

The team of parents and teachers reached consensus on a three-stage plan for their project. First, the team will look at what is going on now in the school. This will include teachers reporting on their work, parent observations of classrooms, and interviews with students. They will also study other alternative assessment strategies. Second, through interviews with parents, the team will find out how parents currently feel about the assessment procedures, what they would like to see changed, and how they would define a successful school year for their child. The third stage will be to prepare drafts of a new policy to be implemented in September of 1994. The research group envisioned a presentation to the school community after each stage of the project is completed. The school leadership supports this idea: "We see this as a way to increase and improve our communication between parents and teachers, each supporting the other and really increasing the overall understanding of philosophy and practice at the school."

This topic is a particularly important one to address and certainly one that is rarely the subject of joint investigation by a team of parents and teachers as researchers. In a recent publication (1991) from the Association for Supervision and Curriculum Development, Vito Perone described the assessment practices in most schools:

> . . . what typically passes for student evaluation, what fills the public discourse, is an over-arching model of assessment, built around a host of standardized tests, that doesn't get particularly close to student learning and doesn't provide teachers with much information of consequence. It is in most settings a wasteful effort that guarantees too many students a limited education and little to increase the public confidence in schools. (p. #3)

He continues that "policy makers at all levels are beginning to understand that conventional assessments . . . . negatively influence the direction of curricular and pedagogical practices." Much of the current discussion about different assessment strategies favor the use of portfolios, documentation, performance assessments, and exhibits of learning (all common in nineteenth-century schools), and this was certainly true in the discussion at Midtown West School. This topic is particularly significant for minority children and their families because assessment "often has been used to locate the 'problem' within the minority student, thereby screening from critical scrutiny the subtractive nature of the school program, the exclusionary orientation of teachers towards minority communities, and the transmission models of teaching" (Cummins, 1986, p. 29). This emphasis on the transactional nature of the assessment process - that is, the interrelationship between school practice and student achievement - is an example of a broader understanding of the process of educational achievement than is reflected in most assessment practices.

Midtown West School is particularly well structured for this type of collaboration. In recruiting members of the "research team," parents were asked to commit to meeting once a week and also once each month with a larger group. The school day is arranged so that teachers share similar release time: one period per week is free to work together. Connections with Bank Street will facilitate the review of newer approaches to assessment currently in use in other

settings. And, the school leadership is committed to the topic and providing support for the research team's efforts.

As we have seen in recent projects sponsored by the Center for Families, Communities, Schools and Children's Learning, parent-teacher action research teams can investigate current school practice and make helpful recommendations for improved family-school collaboration (Davies et. al., 1993). However, many of these efforts have involved bringing parents into the school community, often for the first time. In contrast, Midtown West School was established in response to parental initiatives and the school currently has an active and involved parent community. The director (principal) is enthusiastic about the involvement of the parents in decision-making roles and looks forward to developing the assessment project. The unique aspect of the assessment research project is that it may model a new depth of partnership between parents and teachers as they jointly search for a meaningful definition of children's school success and design the tools to document its achievement. As in all of these projects, the models that result help to encourage and inform the initiatives of other schools.

C.S. 92

Principal: **Carol Vasquez (1992-93)**
Brenda Carrasquillo Silen (1993-94)

The fifth school in the NYC Cluster is C.S. 92 ("CS" stands for "Community School," a designation used by a number of NYC schools to symbolize a change from the traditional "Public School"). C.S. 92 is located in Community School District #12 in the South Bronx, with a student population of 610, pre-Kindergarten through fifth grade - 73% Latino and 25% black - nearly all very low income. Like P.S. 111, this school was recommended for the SRO project by the school's district superintendent. The new principal of the school at the time, Brenda Carrasquillo Silen, had already developed a reputation as an enthusiastic supporter of parent involvement.

C.S. 92's outside partner organization is the Center for Educational Innovation (CEI) of the Manhattan Institute, which was working with the district superintendent on various reform projects, and sponsored the weekend retreat at which SRO staff met Carrasquillo. Carlos Medina has been CEI's liaison with the school.

As a result of its work with the SRO project, C.S. 92 decided to become part of the Accelerated Schools Project - the only such school so far in New York City and the first one on the East Coast. SRO has encouraged all schools in the cluster, as a framework for their "reaching out" efforts, to work toward a systemic change process built around the concepts of "success for all children" and collaboration of all participants to achieve this goal. It has recommended consideration of the Accelerated Schools model and the Comer model as ways of doing this. SRO staff showed and discussed the Accelerated Schools video in two sessions with C.S. 92 faculty in 1990-91, and the school sent a delegation of ten staff to a Saturday SRO

workshop at Fordham University in April, 1991, to meet with Accelerated Schools staff from Stanford University. C.S. 92 decided to move forward with the program. With help from SRO and CEI, a team from the school was sent for training in Texas in the summer of 1991. It began the in-school training and change process in the 1991-92 school year.

The Accelerated Schools concept, designed by Dr. Henry Levin of Stanford University, calls for a comprehensive, systemic restructuring of the entire school around a goal of helping *all* children in the school reach "normal" levels of achievement by the time they leave elementary school (hence the name "accelerated," since children from disadvantaged backgrounds have to learn *more* during their elementary school years than children with more advantaged backgrounds). A close partnership between home, school, and community is an integral part of the Accelerated Schools model for achieving these ambitious goals. The model, however, includes many other components as well: a language-rich curriculum, staff development, shared decision-making, etc. As a result of this choice to become an Accelerated School, C.S. 92 is thus opting for a more comprehensive approach to shifting to a partnership model than most schools working on increased parent involvement.

The story of C.S. 92's efforts since 1991 has been one of contrasts between the coherence provided by the Accelerated Schools goal, model, change process, philosophy, and support system, and the chaos of the district and New York City school system. One of the requirements of becoming an Accelerated School is the services of a facilitator trained by the Stanford program. A grant of $26,000 from the Diamond Foundation through Rutgers University made it possible for Rosa Briceno to fill this position during 1991-92 to help the school with "Taking Stock" and the other early steps in the Accelerated Schools process, and she continues to visit

the school, although she has moved to Washington, D.C. The school's culture and belief system has already changed sufficiently so that the school has doggedly persisted in working its way through the Accelerated Schools change process in the face of many difficulties.

But what difficulties! To cite just a few of the problems. The promised support from the district - particularly for staff training time - became entangled with the district's severe and tragic political, financial, and administrative turmoil, leading, among other things, to the suicide of the superintendent, suspension of fourteen principals by the chancellor over alleged improprieties in their appointments, a woman accused of trying to buy a principalship through bribing a school board member, and the 'ctment of two school board members for election irregularities. In the midst of this, Principal Carrasquillo Silen (not among the suspended principals) was promoted tc a position in the district office, and Assistant Principal Hay was promoted to a principalship in another school. Meanwhile, the facilitator sent from the city school system to help with the School-wide Chapter 1 program (which Principal Carrasquillo Silen had applied for before leaving the school to give the school more flexibility in using Chapter 1 funds for implementing the Accelerated Schools model) did not understand the Accelerated Schools program and began pulling the school in other directions. Despite these and many more almost unimaginable difficulties, the school has carried on. The new principal, Carol Vasquez, who came in 1992-93, although unfamiliar with Accelerated Schools, was quickly converted by the staff, became very supportive of the program, and went to Stanford for meetings of accelerated school principals in order to be able to lead the process more knowledgeably. Valerie Palazolo, a staff developer at the school, who was enthusiastic about Accelerated Schools from the start, has provided continuity and worked with the new principal

to make the Accelerated Schools effort fit in with the school's Chapter 1 School-wide program. She has now received enough training from Stanford so that she is able to fulfill part of the role of the Accelerated Schools facilitator for the school.

The staff is increasingly finding effective ways to educate the school's impoverished children, and the training program for parents (facilitated by CEI) to help them publish a parents' newsletter has born fruit not only in the newsletter, but in an increasingly empowered cadre of parents who are buying into and supporting the school's ambitious goals for the children. To some extent, the turmoil at the district level and between the district and the city system, while depriving the school of the support it needs, has also enabled it to build its own strong culture of support for a new approach to inner-city education.

Next Steps

C.S. 92 in continuing its development as an Accelerated School in 1993-94 (the process usually takes six years). It wants to develop further its parent-published newsletter, and to put special emphasis on curriculum development (for which it needs help). Carrasquillo Silen returned to the school as principal in the fall of 1993. The school may get some support from a new Accelerated Schools support project supported by Hunter College.

II. REFLECTIONS ON THE EXPERIENCE OF SCHOOLS REACHING OUT - NEW YORK CITY CLUSTER

There is now widespread agreement among both the research community and policymakers that home-school community partnerships can enhance the learning opportunities for children. And certainly many school systems recognize the desirability of such partnerships. The troublesome questions that must now be addressed are what do we mean when we use words like partnership and collaboration and how can productive partnerships be developed despite our current patterns of school organization? The research and experience from the Institute for Responsive Education leads to the strong conclusion that the most productive kind of partnership is one that is an integral part of school-wide educational and organizational processes. Efforts at collaboration "added on" to the existing basically bureaucratic and hierarchical patterns of school organization will not change the school culture.

The dilemma for change strategy, especially in large urban school systems that have not yet committed themselves to far-reaching systemic change, is whether it is worthwhile to proceed in a gradual fashion with partnership as a key organizing goal rather than wait for a more comprehensive restructuring process. The Schools Reaching Out Project is directed toward the goal of building partnerships. In this view, the work of integrating the home-school-community partnership model into the processes of the schools advances the systemic reform of the entire school culture and organizational norms. In each of the five schools in the New York Cluster, certain initiatives were chosen by the schools to improve home-school-community relationships, and the schools felt their way (in collaboration with their outside partners and SRO staff) toward changes in the roles and relationships of the participants in order to carry out their goals. In the

five schools, these efforts took many different forms; across the five schools some themes emerged: partnership takes many forms; outside facilitation is important if not essential; self-evaluation and action research; value of sharing. Each of these is discussed more fully below.

A. PARTNERSHIP TAKES MANY FORMS

1. IN EACH PROJECT, SCHOOLS AND COMMUNITY ORGANIZATIONS WORKED TOGETHER TO DETERMINE THE PARTICULAR FOCUS OF THE PROJECT.

The original proposal sought schools that had previously made some link with an outside partner agency, organization, or university. The Ackerman Institute, through its Home School Collaboration Institute, had worked with P.S. 194 for several years. At P.S. 146, the National Elementary School Center had established the Child Advocacy Committee. Midtown West was working with the Plan for Social Excellence and had Bank Street as a partner. And, the Center for Educational Innovation of the Manhattan Institute had established relations with C.S. 92. P.S. 111, one of the original schools in the Schools Reaching Out effort, continued its work with Fordham University.

The initial work of establishing a collaborative relationship between a school and an outside agency is often a consuming and complex task, in part because of the rigid school schedule that has teachers in individual classrooms most or all of the day. For a school, working with another organization is often an important experience of learning how to work collaboratively in a joint project. For an outside organization, it is often an opportunity to bring resources and test approaches to problem solving used in non-school environments. In addition, school staff can often take on new roles and responsibilities within the projects and thus reduce one characteristic of bureaucracy, the strict segmentation of roles.

2. THE SCHOOL STAFFS WERE IMPORTANT PARTICIPANTS IN THE DECISIONS ABOUT THE PROGRAMS TO BE DEVELOPED WITHIN THE SCHOOL TO IMPROVE HOME-SCHOOL-COMMUNITY RELATIONSHIPS. THIS INCREASED THEIR OWNERSHIP AND COMMITMENT TO WORKING ON THESE PROGRAMS

Each of the five schools decided on their own project within the broad goal of improved family-school-community partnerships. Midtown West is beginning to look at the question of authentic assessment, while P.S. 111 addressed teaching strategies and more student center curriculum development. P.S. 194 focused on improving the relationships between district and non-district students P.S. 146 focused on students' social and problem-solving skills. After extensive staff meetings and orientation, C.S. 92 became an Accelerated School, the project developed by Henry Levin at Stanford University.

The desire to address the emotional and social needs of the students emerged as an important goal at all of the schools. In writing about the role for schools in helping students learn relational skills, James Comer has noted that "motivation is a function of social relationships and overall development" and can be "realized or extremely limited by the quality of the relationships the child experiences in the home and family social network, in school, and in the social networks of the larger society." He has urged school systems to help children learn and practice specific skills in communication and interpersonal problem-solving, the lack of which often interferes with cognitive development and intellectual functioning. This issue was brought to the surface by the school practitioners who felt that before they could get on with "academic material," the social and emotional needs of children had to be addressed. The design of the SRO project encouraged staff to choose tasks they defined as meaningful places to initiate improved home-school-community relations.

None of these projects began with a specific focus on parents, but each one included parent-related activities. Parents were members of the research team at Midtown West, parents were encouraged to come to P.S. 111 and see the wonderful new work of the students, and at P.S. 194, the recruitment of students for the program was done by visiting with parents in their neighborhoods. What is interesting at P.S. 146 was that students, learning new communication and problem-solving skills in the classroom, said that they often took these skills home and applied them to family situations. We have often heard about programs to assist parents by bringing them into the school, but have less often noted the role that students play as they carry the messages of school to their homes.

3. IN SEVERAL OF THE SCHOOLS, STUDENTS WERE SEEN AS PARTNERS IN LEARNING.

One of the most important implications from the NYC/SRO project was the attention to students as partners-in their own learning, with other students, with their teachers, and with support staff. At each of the schools, the role of students built on earlier experiences and the nature of the SRO initiative.

For example, student participation in all aspects of home-school relationships is a central feature of the programs developed by the Ackerman Institute. Our experience suggests that this should be more fully developed so that students participate in program planning and evaluation. They and their families are partners in the changes envisioned; the respectful role that this accords students is particularly motivating. In addition, students often act as the link between school and family. While we often write about bringing families into the school, sometimes it is the students who bring the school to the families. Other examples include P.S. 146 where a

student says she was trying "Magic Circles" at home; students at P.S. 111 and P.S. 194, enthusiastic about their work and activities, were eager to have their parents at school to see and hear about what they had accomplished. This role of students as partners needs to be nurtured and more fully understood and developed.

4. IN SEVERAL OF THE PROJECTS, INDIVIDUALS WITHIN THE SCHOOL TOOK ON NEW ROLES AND RESPONSIBILITIES REGARDING IMPLEMENTATION OF THE PROGRAMS.

At all the schools, teachers became partners with each other by developing new relationships among themselves, with their students, and with the support and administrative staff. A heightened sense of their professionalism emerged. At P.S. 111, for example, the fourth, fifth, and sixth-grade teachers, all of whom had been teaching at this school for many years, discovered new ways to communicate with each other as they developed the science and whole language program. At P.S. 146, a similar situation developed. All the teachers involved in the Magic Circle met together to share their experiences and to consult with the support staff on progress and challenges presented once they began to have children express their feelings. The After School Program at P.S. 194 made it possible for the classroom teachers and the after school teachers to discuss the children they shared in different situations, adding to their understanding of the needs and strengths of the children. At C.S. 92 and Midtown West, the teachers were brought together because of the design of their programs.

All of the projects saw individuals take on new roles within the school. For example, the school psychologist and social worker at P.S. 146 moved from working with small groups of students to working with teachers and with whole classrooms. By introducing and modeling

facilitation skills in the classroom, they were able to help teachers expand their repertoire of skills for classroom management.

The school support staff at P.S. 111, rather than working individually with families, moved to offer parent seminars for larger groups. At. P.S. 194, teachers told us that by working in the after school program, they got to know different aspects of the children, and this helped in their classroom relationship. And as action researchers, the staff at P.S. 146 expanded their role in school decision-making. This movement into new roles and new activities is a very important first step in reducing the segmentation and rigidity of bureaucratic structures within schools. It demonstrates people taking initiative and finding ways, however small, to "do things differently," and encourages others to do the same. This is a key element in the empowerment process and helps to explain the energy and initiative that individuals brought to small projects with only modest funding.

5. FUNDING DECISIONS WERE SHARED AMONG THE MEMBERS OF THE PARTNERSHIP.

The grant money was allocated for different purposes in the five schools: an outside facilitator, staff and transportation for an after-school program for the children outside the immediate school community, teacher-grants, student publications, and teacher and staff stipends for assistance with research.

The decisions about how the monies would be allocated was made jointly between the SRO/NYC staff, the school principals in consultation with the staff and the representative of the outside organization. After discussion of the needs of the program, a preliminary budget was drafted and each school was responsible for the accounting of the funds to the IRE. These

funds, relatively free of bureaucratic red tape, made it possible to make progress (even though the amounts were small) and fostered a greater professional sense among the faculty involved.

6. ALL OF THE PROJECTS CONFIRMED THE CRITICAL ROLE OF THE PRINCIPAL.

All of the schools provided continuing evidence of the key role that the principal can play in the development of collaborative norms within the school. Specifically, we have seen principals supporting the programs in three ways: by taking a leadership role in the articulation of the goals and philosophy that support the changes being initiated, by encouraging experimentation and risk taking (permission), and by providing the administrative support for the programs (schedule changes, meeting times devoted to work, etc.). These three forms of support are critical. In addition, the ability to balance leadership with meaningful delegation of responsibility enables individuals within the school to develop their own leadership skills.

B. OUTSIDE FACILITATION IS IMPORTANT IF NOT ESSENTIAL.

The role of the facilitator from outside the school has evolved over the years as schools have instituted various change processes. The role differed in each of the cluster schools, but retained a similar purpose: to provide resources for the projects to complement their plans. They also became part of the action research process that documented what was happening in the schools. During the first two years, funds for SRO helped to finance the facilitator at P.S. 146, P.S. 194, and P.S. 111. The grant from the **Plan for Social Excellence** funded the Banks Street College Facilitator at Midtown West. The facilitator played a key role in getting the change process started and sustaining its momentum. A facilitator can insure that administrative tasks

are accomplished and that communication and feedback is on-going. Teachers, given the current school organization, simply do not have the flexibility during the day to do this type of work.

In addition, an outsider can play a uniquely unifying role as someone who brings new ideas and often new understandings of school reform and group dynamics to the school settings and who, because he or she is not bound by the "history" of the school, can encourage individuals to take on new roles and attitudes. Laura Kotch, from District 2's curriculum development staff, served very effectively as a consultant on whole language and science curriculum at P.S. 111, bringing about significant changes in classroom teaching strategies in only one year. Roberta Altman at Midtown West has helped an enthusiastic group of teachers and parents thoughtfully and carefully develop the programs they wanted for their students and the parent community. Outside facilitation is integral to the Accelerated School Program. C.S. 92 received additional financial support for the Diamond Foundation and The Center for Educational Innovation to support the outside facilitator trained by Stanford. We found skilled outside facilitation vital to program success.

C. SELF-EVALUATION AND ACTION RESEARCH.

Action research was an important activity, especially in the last year. The teachers and staff at P.S. 146, especially the school Social Worker and Psychologist, documented what was happening and prepared a detailed report on the reactions of the five teachers who were initially involved. They continued to follow the program as it expanded to include a majority of the staff. They included students by asking them to reflect on their experience by keeping journals and talking about what was happening to them.

Although the documentation was not as extensive as at P.S. 146, all of the schools gave some attention to what was happening and began to examine why and what could be learned as they continued to work together. At P.S. 194 and P.S. 111, the facilitator from the partner organization assisted in documentation and working with the staff. Midtown West was obligated by the terms of its PSE grant to assess its activities reported in their first-year report. And because part of the Accelerated Schools Program is documenting progress, C.S. 92 was also involved in a variation of action research.

In order to obtain another view of the cluster, an outside researcher, Jean Krasnow, was engaged to talk with the participants and to visit the school during the spring of 1993. Since she had been involved with the original project, she was able to bring a unique perspective to her observations.

Action research by participants in the project provided the opportunity to assess the progress made and the problems that remain. When the individuals involved have the opportunity to reflect together, organizational learning can occur. Having the time to ask: "What's going on here?" is very important, as is sharing with the entire school the answers to that question. Collaborative work, like action research, leads to new knowledge and often a reassessment of the original organizational norms. The research and change that results should be reported to others at conferences and cluster meetings. One objective of the grant process should be the development of local networks, such as the New York Cluster, that provided an audience and support for individual school projects.

D. VALUE OF SHARING

When the SRO/NYC program began, it was thought that the cluster schools would be a source of mutual support for one another. Cluster meetings were held, but there was very little follow-up communication across schools. There were some commonalities that should have been explored more. We still saw the value of sharing, but the clustering did not work as well as anticipated for the several reasons described below that should be considered for future planning:

1. Disparate programs: Each school developed a very different program, hence there was little incentive for joint program development and sharing.

2. Distance and schedule: Although all schools were in New York City, transportation time and schedule conflicts made meeting together difficult. Eventually, we found that dinner meetings encouraged attendance, but there is a cost.

3. Institutional support: There was no "home base" from which to organize these activities and little personnel time committed to the facilitation of communication and collaboration across the schools. In future planning, this is a critical element; different programs could have been a source of new ideas for schools if the opportunity for sharing and discussion had been provided.

4. Agendas: Although cluster meetings were held, those meetings with specific working agendas (i.e., the action research efforts) were more successful than meetings designed only to share reports on each school's

specific project. Agendas must be set that do more than reflect the needs of the individual programs; there should be some agreed-upon common tasks that would benefit all the partner schools.

The main lesson from the experience with networking is that more effort has to be put into communications and group building among participants who are very busy and immersed in their own problems and agendas. Such an effort might include a large block of time at the beginning of the project to build a group, on-going communications among members, workshops for problem-solving, and opportunities to share the projects with a wider community. These events would have helped energize and support the work of the individuals in the schools.

Our reflection on these projects suggests that interventions of this type will be more successful if all participants develop a common working definition of what is meant by partnership, why it is important, and what collaborative practice actually looks like. Partnerships can be defined as sharing a common goal as well as sharing rewards and limitations of the partnership efforts. To what extent can we say we are "in partnership" unless we share the goal and the outcomes of these interventions, small or large? The origin of much of the frustration in schools is simply that after the money is spent, the grant is over, and the report to the funders in, who is going to carry on what was started? Unless the staff and school community have internalized the goals and philosophy of partnership, and the culture has changed, the interventions may disappear.

III. A FRAMEWORK FOR BUILDING PARTNERSHIPS

To really alter the way people work together in and with families, schools, and communities, we need a framework for thinking about implementing partnership and a standard against which to assess progress. Schools will still decide what outcomes they wish to target, but at the same time the framework can offer a set of criteria against which to reflect on the progress such reports make toward the organizational goal of collaborative practice. Using the framework, we can point to our strengths and weaknesses, and come to understand the process by which we can learn. As a project develops, we can note changed practice: in behaviors, attitudes, and evolving understandings of the participants. What would such a working definition of partnership look like? From the successes and limitations of the New York City Schools project, we have identified nine process characteristics of a successful partnership effort. They are:

1. The development of a common goal shared by all members of the partnership.

2. The joint development of the particular agenda of tasks to achieve the goals to which the members agreed.

3. The recognition that each member of the partnership brings a valuable and unique contribution to the whole.

4. The development of a shared language and common meanings among members of the partnership.

5. The assistance of (an) outside facilitator(s).

6. The inclusion of problem-solving within a process agreed to by all members.

7. Shared control of the resources of the project.

8. Joint self-reflection on the progress of the project.

9. Multiple voices and perspectives in reporting on the project.

In a recent report from the Danforth Foundation (1993) concerning patterns that emerged across several efforts to change the way we prepare educational leaders, three critical elements of the change process were identified: readiness within the organization, program champions to guide the process, and partnerships with other agencies or institutions that can redirect resources and policies toward a common goal. Much of what we have seen in these small projects in only five small schools mirrors these findings and provides a model for other schools eager to create a more positive environment for children's learning.

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APPENDICES

List of SRO/NYC Cluster Schools and Partners

P.S. 111 Mini Grants: 1991-92 and 1992-93

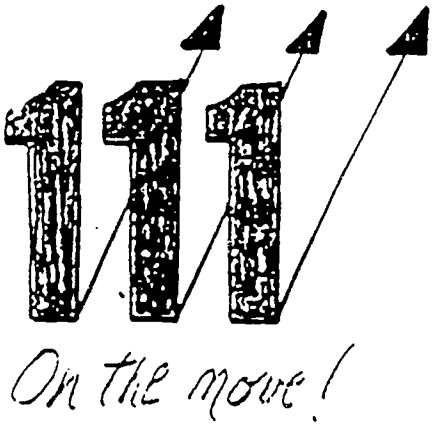
INSTITUTE FOR RESPONSIVE EDUCATION
605 Commonwealth Avenue, Boston MA 02215
617/353-3309; 1-800/538-1783
FAX 617/ 353-8444

SCHOOLS REACHING OUT/NEW YORK CITY CLUSTER
Barbara L. Jackson, Coordinator
720 West End Ave, NYC 10025 212/316-6000
FAX 212/977-3542

SCHOOL	GRADES	ETHNIC	PERCENT	ORGANIZATION	CONTACT
PS 111 CSD#2 Manhattan Robert Kinzelberg, Prin. 440 W. 53rd St, NYC 10019 212/582-7420	Pre-K to 6 670 Students	Black Latino Asian White	15% 71 5 9	Fordham University 113 W. 60th St NYC 10023 212/636-6437	Barbara L. Jackson Maxine Erlanger (PS 111) Laura Koch (PS 111)
PS 194 CSD #22 Brooklyn Myrna Neugesser, Prin. Ave W & Knapp St, Brooklyn 718/648-8804 (11229)	Pre-K to 5 750 Students	Black Latino Asian White	30% 10 5 55	Ackerman Institute Howard Weiss 149 E. 78th St NYC 10021 212/879-4900	Egda Delaney 516/868-5543
PS 146 CSD #4 Manhattan Rod Perez, Principal 421 E. 106 St, NYC 10029 212/860-5877	K to 6 610 Students	Black Latino Asian White	48% 50 1 1	Elementary School Center Allan Shedlin 2 E. 103 St, NYC 10029 212/289-5929	Annette Cohen (PS 146) Yvonne Green (PS 146)
CS 92 CSD #12 Bronx Carol Vasquez, Principal 700 E. 179 St Bronx 10457 718/731-7900	Pre-K to 5 610 Students	Black Latino Asian White	25% 73 1 1	Center for Ed Innovation Carlos Medina 52 Vanderbilt, NYC 10017 212/599-7000	Valerie Palazalo (CS 92)
Midtown West CSD #2 Manhattan Saudhi Vargas, Director 328 W. 48th St, NYC 10019 212/247-0208	Pre-K to 4 196 Students	Black Latino Asian White Native Am.	24.10 28.71 3.07 43.58 .51	Bank Street College 610 W. 112 St, NYC 10025 212/875-4724	Roberta Altman

SENIOR CONSULTANT
David Seeley
College of Staten Island
130 Stuyvesant Pl, Staten Island NY 10301 718/390-7982
(h) 718/447-6978

DISTRICT WIDE INITIATIVE
Academy for Educational Development
Pat Montesano
100 Fifth Ave, NYC 10011 212/243-1110

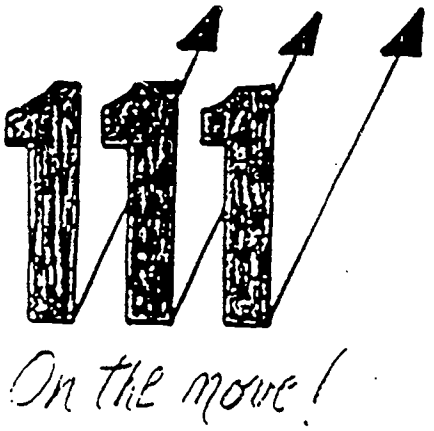


The Adolph Ochs School PS 111

SUMMARY OF TEACHER MINI-GRANTS

1990 - 1991

JUANITA AMBROSE	Fourth Grade	Science - Conservation & Environment
JUDITH BERNSTEIN	Reading	Listening Centers
MAXINE ERLANGER	Language Arts	Video Library of Children's Literature
ELLEN GALLIN-PROCIDA	Fifth/Sixth	Photography
BETH HERMELIN	First Grade	"Ferdinand the Bull" - musical
DEBBIE HERSHKOWITZ	Speech/Language	Theater Project - oral language
LAYNE HUDES	PreK/Kindergarten	Books for home libraries
CAROLYN INGRAM (with six upper grade teachers)	Sixth Grade	Video Library of Children's Literature
VIOLETA MORENO	Fifth/Sixth	Reading/Writing after school English and Spanish
EVE MUTCHNICK & LAYNE HUDES	Pre K/Kinder-garten	Science Experiments for Home
JUDITH MEYERSON	Third Grade	Resource Center of books to be used at home
DINA NADELHAFT	Fifth Grade	Science - Lenox Hill Camp on environmental science
PIA PINES	Kindergarten	Science through trips
MARLENE SAUNDERS	Art	Studying and Making paper mache masks on Exhibit at Whitney Equitable Center
FLORENCE SOWLAKIS	Fourth grade	Social Studies - plays and Ballet
ROBIN WILLIAMS	Special Ed	PERFORM - multicultural plays
ELMA VALVO (with four lower grade teachers)	First grade	Science and Reading - trip to Green Meadows Farm
DIANNE YAMADA	Third grade	Social Studies - novels and writing Journals



The Adolph Ochs School PS 111

SUMMARY OF TEACHER MINI-GRANTS

1991 - 1992

JUANITA AMBROSE	Fourth Grade	Science - The Environment
JUDITH BERNSTEIN	Fifth Grade	The Neighborhood through Photography
YVANNE EVERETT & GINA O'KEEFE, EDNA LAGUNA	Kindergarten Kindergarten Bilingual first/second	Trips to expand Child's World (science, theater, art, space, natural history)
BETH HERMELIN	First	Make a Plate: Illustrate your Favorite Story
GINA O'KEEFE	Kindergarten	Science and Social Studies through Cooking
ELLEN PROCIDO	Fifth/Sixth	A New Look at the Metropolitan Museum of Art
MAXINE SAUNDERS	Art	Sumi-e Painting: philosophy, techniques
DIANNE YAMADA & MIRIAM ROSADO SUSAN MINTAH BETH HERMELIN	Second grade Bilingual K Second Grade First Grade	Trip of all classes to Green Meadow Farm
DELIA VARGAS & JUANITA AMBROSE	Sixth Fourth	Trip to cultural institutions representing different cultures (Schomburg and Studio Museum of Harlem)